

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 May - 7 PM 12: 07 Document Control Center </div>
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Conroe Independent School District	170902	Washington Jr High	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	6	8	040335119
Mailing address		City	State ZIP Code
3205 W. Davis St.		Conroe	TX 77304

Primary Contact

First name	M.I.	Last name	Title
Teri	A	Ross	Director of Information Systems
Telephone #	Email address		FAX #
936-709-7627	tross@conroeisd.net		936-709-9627

Secondary Contact

First name	M.I.	Last name	Title
Pamela	F	Zoda	Director of Federal Programs
Telephone #	Email address		FAX #
936-709-7746	pzoda@conroeisd.net		936-709-9746

Part 2: Certification and Incorporation

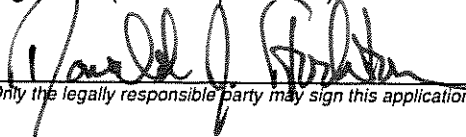
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Donald	J	Stockton	Superintendent
Telephone #	Email address		FAX #
936-709-7702	dostockton@conroeisd.net		936-709-9701

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.

5/7/2014

701-14-107-049

Schedule #1—General Information (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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On this date:

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Conroe Independent School District (CISD) has been investing heavily in campus technology. In the last five years, CISD has added roughly 300 laptop carts and 120 iPad carts. Every classroom has high-speed internet access and all students have access to technology at school. CISD teachers are increasing the integration of technology in the classroom to prepare our students for the increasingly connected world in which they live. CISD has not yet implemented a program where devices are assigned to a student to take home. The Technology Lending Program would enable us to pilot a program and help us to be better prepared for wider scale implementation in the future.

In order to develop this program, CISD selected our secondary campus with the highest percentage of economically disadvantaged (Eco Dis) students. Booker T. Washington Junior High (WJH) has an Eco Dis percentage of 88.1%. CISD selected a secondary campus due to the greater need for technology access provide intensive intervention to quickly target the widening achievement gap, utilize electronic resources to gain knowledge, and use technology tools to complete assignments at the secondary level. The current student enrollment of WJH is shown in the following table

	7 th Grade	8 th Grade	Total
Student Enrollment	323	299	622
Eco Dis	285	263	548
LEP	114	67	181
ESL	68	33	101
American Indian	1	5	6
African American	41	25	66
White	32	36	68
Multiple Ethnicities	2	2	4
Hispanic	247	231	478

WJH students are all enrolled in a cloud based math intervention program called iPASS. This program, iPASS, is designed to help students fill in the gaps in their math knowledge. Filling these gaps enables students to be successful in their math classes in ways that many of these students have not experienced since early grades. Students are given a placement test when they enroll in the program and then lessons are selected based on the student's missing knowledge. WJH had a 7th grade student this year that, based on his pre-test, initially began the iPASS program on 1st grade math skills. Since August, this student has moved up to working on 8th grade math skills. In the 4th Marking Period of sixth grade, the student earned a 74 in his math class. In the 3rd Marking Period of 7th grade (last available data) he earned an 85. This student is learning that he can gain the foundational skills to be successful and perform at a high level in his math class.

Success in the iPASS program requires that the student invest time. WJH offers Saturday sessions and before and after school tutorials but many students find these difficult to attend due to transportation issues or other obligations. WJH would like to increase the number of students who have access to a computer with internet service in their home. Students will be able to use the devices to access the iPASS program.

In addition to using the computer for iPASS, the student will be able to use the devices for other coursework. The majority of CISD's textbooks have an online component available to the students. Depending on the course, the online access may provide access to the textbook or to supplemental materials. Knowing that the student has access to material online allows the teacher to utilize those materials more fully in their classroom. Students will also be able to access a cloud-based word processor to use for creating documents. These documents can be submitted online or printed at the school to turn in.

Project RED (Revolutionizing Education) is a national organization of technology professionals supported by the major education technology organizations. In 2010, Project Red did the first large-scale national study on the factors that lead to the success of technology implementation in schools. Two of the key findings identified in the study are that

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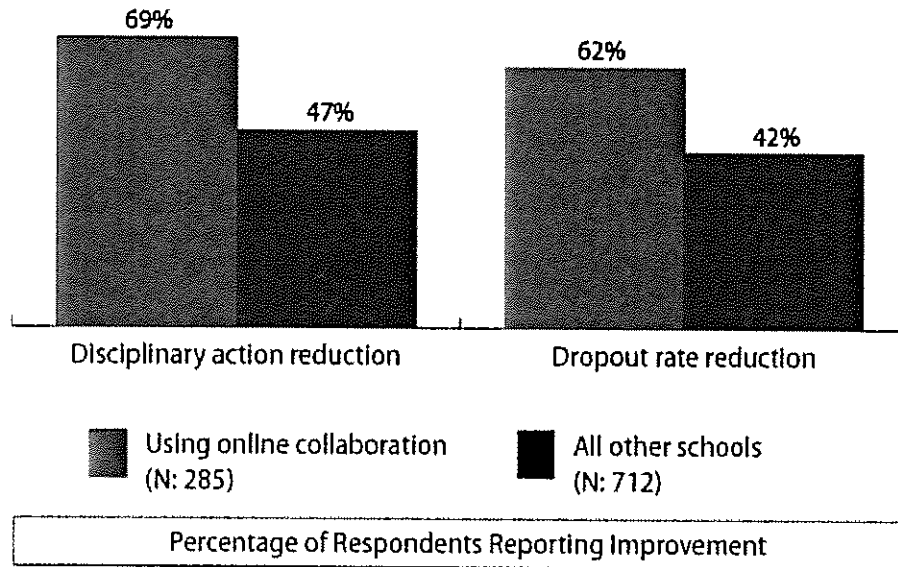
Via telephone/fax/email (circle as appropriate)

By TEA staff person:

technology-transformed intervention improves learning and online collaboration increases learning productivity and student engagement.

According to the research, intervention classes where technology plays an integral role in the class, which were utilized with student groups including ELL, special education and reading, are top predictors for higher test scores, drop out reduction and improved discipline. They found no other independent variable predicts multiple education success measures.

This study showed strong results on the impact of using technology with students. Schools with strong technology utilization showed marked improvement in both discipline and dropout rate.



Our goal is to extend the students' available hours to use technology by providing tools to those who need the assistance.

CISD has selected a thin-client laptop as the device that the students will receive. This is the same device that the majority of students are using in their classrooms to access iPASS and other cloud based programs so they are very familiar with using the device. These devices are currently in the CISD laptop carts and are used on campus in all subject areas. Thin client laptops have the advantage of returning to a district defined configuration each time the machine is turned on. This allows the device to be protected from configuration changes. Part of the standard configuration for these devices will be an application that is compliant with the Children's Internet Protection Act (CIPA) for internet filtering. The students will also receive a mobile hotspot to provide internet access. CISD will contract with a wireless carrier to provide services for the length of the grant.

CISD currently has a Bring Your Own Device program to supplement the use of the technology available at WJH. This is a great opportunity to increase the available devices for student use in the classroom. Students who are assigned laptops from the Technology Lending Program would be able to bring their device to school to participate in classrooms as appropriate. The devices will be clearly marked so that the staff is aware the device is assigned to the student and is not one of the similar devices assigned to the campus.

CISD believes that technology integration has the potential to be a great help to struggling students. The Technology Lending Program would enable us to pilot a program for students who do not currently have technology in the home. This pilot would help us to prepare for larger scale implementations as they occur in our district.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 170902	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32	
Grant period: October 1, 2014, to August 31, 2016	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$32500	\$	\$32500	
Schedule #9	Supplies and Materials (6300)	6300	\$57521	\$	\$57521	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	
Total direct costs:			\$90021	\$	\$90021	
9.9% indirect costs (see note):			N/A	\$9979	\$9979	
Grand total of budgeted costs (add all entries in each column):			\$90021	\$9979	\$100000	

Administrative Cost Calculation

Enter the total grant amount requested:	\$100000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$15000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$
	<input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other:	
	<input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other:	
	<input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other:	
	<input type="checkbox"/> Building use <input type="checkbox"/> Other:	
	<input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other:	
	<input type="checkbox"/> Telephone <input type="checkbox"/> Other:	
	<input type="checkbox"/> Administrative <input type="checkbox"/> Other:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check if Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Mobile Hotspot		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Provide internet access for students with no home access		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$32500
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$32500

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID:		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 170902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$32500	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$32500	
(Sum of lines a, b, c, and d) Grand total		\$32500	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 170902

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
6399	Technology Hardware—Not Capitalized					Grant Amount Budgeted	
	#	Type	Purpose	Quantity	Unit Cost		
	1	HP MT41	Student access to resources	97	\$593		
	2				\$		
	3				\$		
	4				\$		
5				\$	\$57521		
6399	Technology software—Not capitalized					\$	
6399	Supplies and materials associated with advisory council or committee					\$	
Subtotal supplies and materials requiring specific approval:						\$	
Remaining 6300—Supplies and materials that do not require specific approval:						\$	
Grand total:						\$57521	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID:				Amendment number (for amendments only):
Expense Item Description				Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:			\$
	<input type="checkbox"/>	ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/>	Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)			\$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.			\$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)			\$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations			\$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees			\$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance			\$
6490	Indemnification compensation for loss or damage			\$
6490	Advisory council/committee travel or other expenses			\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)			\$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)			\$
	Specify purpose:			
Subtotal other operating costs requiring specific approval:				\$
Remaining 6400—Other operating costs that do not require specific approval:				\$
Grand total:				\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID:

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
66XX/15XX—Technology software, capitalized					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	
Grand total:				\$	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			626	
Category	Number	Percentage	Category	Percentage
African American	66	N/A	Attendance rate	96%
Hispanic	478	N/A	Annual dropout rate (Gr 9-12)	N/A
White	68	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	548	88.1%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	181	29.0%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	139		Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public									330	296					626
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:									330	296					626

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Schedule #13—Needs Assessment

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Booker T. Washington Junior High is a 7th and 8th grade campus. The campus mission statement states that the campus will provide opportunities to develop the knowledge, skills, and attitudes necessary for immediate and future success. In addition, Washington Junior High (WJH) is committed to vigorously energizing the students, faculty, and parents around the vision of the school in which all students can and will achieve to their full potential. WJH has a strong program in place to improve performance on the STAAR assessment.

WJH's goal is 85% of all students and student groups will meet phase-in Level II Satisfactory Performance Level and 8% of all students will meet Level III Advanced Performance Level in Math. Currently the campus has 80% of students meeting the Level II Satisfactory Performance Level and 5% meeting the Level III Advanced Performance Level. When the campus data is disaggregated, it is clear that there is a significant disparity between the performance of 7th and 8th grade students. The 8th grade students are currently performing above the campus academic goal while 7th grade students have demonstrated significant gains to meet those performance objectives they are still lagging academically compared to the 8th grade students.

WJH is currently using a math intervention called iPASS from iLearn Math. This intervention, iPASS, is designed to provide targeted instruction and intervention for students with gaps in their math knowledge. The program assesses these gaps and then scaffolds the instruction to meet the unique math needs of each student. This program has demonstrated success targeting the needs of students at WJH. iPASS allows the student to build a strong math foundation and get to the necessary prerequisite math skills need to demonstrate grade level math skills more quickly. Time spent in the software is a major contributor to student success with the intervention.

The student body at WJH is 88% economically disadvantaged. School surveys of the students indicate that a majority of the students do not have computers or internet access at home. Because iPASS is a web-based product, it is critical that students have the capability to access the program from home. While WJH does offer before school, after school, and Saturday tutorials on the campus for students which does provide students the opportunity to access the intervention while on the campus, transportation to and from the tutorials is often a barrier for students which inhibits some students from attending who would benefit from the additional learning time.

Students at WJH would benefit from home access to increase the additional learning time and instructional support available to each student. In analyzing WJH's academic needs, the 7th grade students have demonstrated a need for additional learning time and instructional support in order to raise the student achievement. WJH would like to begin by targeting the 7th grade students who are in Pre-Algebra and are in Quintile 3 for their STAAR Math scores. Research has confirmed the importance of success in Pre-Algebra at the junior level as a pre-determiner for mathematic success in high school. Because WJH acknowledges that some students come to junior high with gaps in their knowledge, it is critical that these gaps be filled with intense interventions as quickly as possible. These students who have demonstrated a weakness in this introductory math course, need extra time in the intervention in order to perform well on the STAAR Math grade level assessment and prepare for math success throughout their educational career. Providing the student with both a device and a mobile hotspot would enable the student to connect to the intervention at home, in the neighborhood, and at school with the support of a teacher to guide their programming.

In addition to supporting the iPASS intervention, access to an electronic device and mobile hotspot at home will enable 7th grade students to use online resources that the district has available for other courses. All of the new textbook adoptions have an optional online component. Research from Project RED (Revolutionizing Education) shows that continuous access to a computing device for every student leads to increased academic achievement. Our goal is to help WJH 7th grade students who do not currently have that continuous access to increase the technology available to them and create life long, successful learners.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students need additional time in the iPASS program. They are currently using the program in their math classes but to make additional progress toward their achievement goals they need additional time to work in the program.	Students will have access to devices at home that are capable of running the iPASS program. The program is cloud based and as such is accessible by the students 24/7 if they have access to a device with internet connectivity.
2.	Students are unable to attend Saturday, before school or after school tutorials due to transportation issues.	Students will be able to use their devices at home to access the iPASS program but also to access other material provided by their teachers. Many teachers create video tutorials that students can access. More teachers would be able to create those videos with the knowledge that their students will have the ability to view the video at home.
3.	New textbook adoptions have an online component.	Many new textbooks have an online component for the textbook or for supplemental resources. The availability of technology in the student home enables the teachers to infuse more technology into their assignments and know that their students will be able to be successful in completing.
4.	Less than 50% of students at WJH have access to computer at home.	WJH currently has a student enrollment of 622. If CISD is able to provide 97 devices to students, CISD will be able to significantly impact the percentage of students who have access at home.
5.	Students need access to research tools.	With the device and a mobile hotspot, students will be able to do research for classes beyond their math class. Students who have never had access to the world of online resources outside the school environment will be on a level field with their peers who have that access. Research shows that continuous access to a devices leads to increased academic achievement in all areas.

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Schedule #14—Management Plan

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	Knowledge of curriculum and instruction. Ability to evaluation effectiveness of program. Provide feedback on program implementation. Successful experience in instructional leadership. Texas mid-management certificate
2.	Director of Information Systems	Excellent communication skills. Excellent organizational and planning skills. Ability to articulate to technical and non-technical stakeholders. Experience in providing training.
3.	Assistant Principal	Knowledge of curriculum and instructions. Understanding of school administrative operations. Strong organizational, communication, public relations and interpersonal skills. Texas mid-management certificate.
4.	Technical Support	Knowledge of CISD imaging system. Ability to troubleshoot computing and hotspot issues. Ability to assist students with issues using the device.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Select Students to Participate	1. Review STAAR scores for 7 th grade students	09/02/2014	09/05/2014
		2. Contact families of students in 3 rd Quintile	09/08/2014	09/12/2014
		3. Meet with students and parents regarding program	09/15/2014	09/26/2014
		4. Obtain parent signatures on Technology Lending Agreement	09/29/2014	10/03/2014
2.	Obtain and Configure Devices	1. Order HP MT41 Thin Client Laptops	10/01/2014	10/02/2014
		2. Receive and image HP MT41 (date contingent on order arrival)	11/10/2014	11/14/2014
		3. Obtain wireless hotspots	10/01/2014	10/02/2014
		4. Test HP MT41 and hotspots in WJH Area	11/17/2014	11/17/2014
		5. Establish phone number for issues	11/17/2014	11/17/2014
3.	Distribute Devices to Students	1. Distribute devices to students	11/18/2014	11/21/2014
		2. Train students on use of devices	11/18/2014	11/21/2014
		3. Monitor phone messages	11/22/2014	11/30/2014
		4. Offer troubleshooting sessions at WJH	12/01/2014	12/05/2014
		5. Continue to monitor emails and phone calls	11/30/2014	06/01/2016
4.	Evaluate Program Success	1. Monitor grades of students with devices	01/06/2014	06/15/2016
		2. Monitor iPASS data of students with devices	01/06/2014	06/15/2016
		3. Monitor STAAR scores of students with devices	05/01/2014	06/15/2016
5.	Redistribute Devices	1. Students return devices to WJH	05/31/2016	06/03/2016
		2. Select students to receive devices	08/29/2016	09/02/2016
		3. Meet with parents of students	09/06/2016	09/09/2016
		4. Obtain signatures of parents on Technology Lending Agreement	09/12/2016	09/16/2016
		5. Distribute devices	09/19/2016	09/23/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Conroe Independent School District (CISD) is a data driven organization. CISD monitors and analyzes student performance on a continual basis. CISD has developed a district data warehouse with reports that allow CISD and campuses to closely monitor student achievement. This data is used to make necessary changes in our organization, campus strategies, and teacher strategies. Changes may involve curriculum, interventions, technology and any tools to ensure the success of the students.

As changes are made, they are communicated to the organization in a method CISD believes is best suited to the particular change. This may involve communicating to the principals and having them communicate to the staff. Or District Instructional Coaches may provide staff development and model for teachers to address identified areas of need. CISD also conducts cadre meetings that bring campus core content specific instructional leaders together to learn new material so they can communicate new ideas and techniques to their campus. The changes may be communicated through one or all of these methods as is appropriate to the level of the change.

Pilot technologies are evaluated by looking at the impact on teaching and student achievement. CISD also looks at the maintenance issues by tracking requests needed for the devices through our help desk software. If the device does not meet the educational needs by demonstrating a positive impact on teaching and student achievement or is too costly to maintain, CISD will evaluate other products to find a second generation device. The device chosen to purchase with Technology Lending Program funds has already been tested and accepted in our environment but not with the addition of the wireless hotspot. That combination will need to be verified to make sure it meets our educational goals.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Conroe Independent School District does not currently assign devices for students to take home on a general basis. CISD does have a few limited cases that CISD has used the combination of devices proposed but not on a large enough scale to provide meaningful feedback. We do currently use HP MT41 and other models of similar devices in classrooms throughout CISD and it is a device our teachers are used to integrating in instruction.

CISD will establish a phone number for students to call with connection problems. An email address will also be established for students who can connect but may be having other issues. While CISD staff is not currently available in evening hours on a daily basis, CISD will work with students to find solutions to their connectivity issues. Making sure that students are successful in accessing their resources will help to ensure that students are committed to the program.

The students are using the same devices that are currently present at WJH. The teachers at WJH are already integrating those devices into their curriculum. The students can bring their devices from home and use them at school as is appropriate in the classroom or they can leave the device at home and use the school devices. The devices are thin clients so the students will not be storing files on the device. They can store projects in the cloud on their Google Drive account. Files stored on their Google Drive are accessible both at school and at home. Teachers are familiar with Google Drive and with students storing files in the cloud.

WJH is committed to students using online resources. Their staff is integrating the use of the laptop thin client in multiple subject areas. WJH is looking forward to more students having access to devices at home. This availability will increase learning opportunities for students as students can participate in intervention and learning activities at home.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Monitor Grades of Participants	1.	Baseline of 9 week grades for Marking period 1 and 2 of 2014-2015
		2.	Improved 9 week grades for Marking period 3 and 4 of 2014-2015
		3.	Improved 9 week grades for Marking period 1,2,3, and 4 of 2015-2016
2.	Monitor iPASS data of Participants	1.	Baseline of iPASS data on 12/1/2014
		2.	iPASS data 6/15/2015
		3.	iPASS data 6/15/2016
3.	Monitor STAAR scores of Participants	1.	Baseline of STAAR Math April 2014
		2.	STAAR Score April 2015
		3.	STAAR Score April 2016
4.	Monitor Support issues of Participants	1.	Review Counts of phone messages Monthly – expecting decrease
		2.	Review Counts of email message monthly – expecting decrease
		3.	Review Counts of Help Desk tickets – may increase as equipment ages
5.	Monitor Discipline Incidents of Participants	1.	Baseline discipline incidents Semester 1 2014-2015
		2.	Fewer discipline incidents Semester 2 2014-2015
		3.	Fewer discipline incidents Semester 1 2015-2016

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Conroe Independent School District (CISD) has several systems that can assist in gathering data for this project. Eduphoria is our system that contains student test information. Eduphoria allows us to create monitor groups of students. The participants will be loaded into a monitor group to allow us to easily pull testing data for this particular group of students at any time.

Student grades are in both our Student Information System and our data warehouse. Both of the systems are SQL Server based and are accessible for data queries. We can easily retrieve grades for this group of students and create reports where the campus will be able to pull those grades as well.

iPASS data is stored in our data warehouse. We will be able to create a report of just the participants that the campus can use to monitor the progress of these students.

Discipline data is entered directly into the data warehouse. We will be able to create a report of just the participants that the campus can use to monitor the incidents of these students. The campus will make a decision on what or how many incidents will cause a student to lose the privilege of having a device.

Phone and email messages are both monitored through our email system. We can obtain counts of messages for a certain time period through our archive system.

Help Desk tickets are entered into the Eduphoria Help Desk system. The system has reports by tickets entered on specific categories. We will create a new category for the student devices so that monitoring of these tickets will be easier.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Conroe Independent School District (CISD) does not currently have a technology lending program. We will use grant funds to implement a program at Washington Junior High (WJH). The school has 7th and 8th grade students. The laptops will be distributed to those incoming 7th graders who are in the 3rd quintile on their 6th grade STAAR Math scores. These students are excellent candidates for the use of the iPASS Math intervention program. The iPASS program is currently used in the classroom; however, students would benefit from additional time in the program outside the school day. The program is cloud based and each student at WJH has an individual login id to the program. If students had access to devices and internet access at home, they would be able to continue the work done at school.

CISD will purchase HP MT41 thin client laptop devices. The HP MT41 device has embedded Windows 7. The student is not able to permanently change the settings on the device. Any changes made are lost when the device is turned off and back on. The device does not have storage for student files. Students use their internet access to store files in the cloud.

All students in CISD have Google Apps for Education accounts. These accounts allow students to store any necessary files and to create documents, spreadsheets, and presentations. Students can access their files from any place where they have Internet access. Since CISD has used Google Apps for several years, teachers have integrated these tools into their curriculum and classroom instruction.

The students will receive a wireless hotspot for internet connectivity. The students will be trained how to connect the laptop to the hotspot to receive internet access. The device connects to cell towers in the area to allow internet access. Coverage in the Conroe area is fairly strong. We do not anticipate an issue with students not being able to connect. CISD will maintain the hotspot access plan with our wireless carrier for the duration of the grant.

The image loaded on the laptop will include an internet filtering application. This application has been used in CISD for the limited number of devices deployed in student homes and the application has proven to be successful. The application is certified as compliant with the Children's Internet Protection Act (CIPA). Because the application is loaded on the laptop, it will provide filtering even if the student connects to a publically available internet instead of using the hotspot. This protection is important since there are many areas in our community with free wireless access.

Students will have a training session when they receive their laptop. CISD will cover basic care and usage of the device, and connecting to the hotspot. Students will also receive a refresher on Digital Citizenship. Students will take an online quiz in Digital Citizenship to show mastery of the subject.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Conroe ISD currently does not have a device lending program.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD is a learning community united in the commitment to ensuring all students graduate with confidence and competence. CISD schools and communities work together to provide performance standards which can be applied to the real world. This high performance is achieved through the implementation of quality in instruction, operations and leadership. This commitment is the vision and focus of CISD. When CISD students graduate, they will be prepared for their post-secondary life. The use of technology is critical in today's world and CISD values the commitment to embracing technology as an innovative tool to expand learning opportunities for students.

Goal 6 of CISD's Strategic Goals states CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of CISD and to maximize learning for all students. The Technology Lending Program will enable students who do not have technology in their home to have additional learning tools. CISD believes that technology has the ability to help maximize the student's learning. Research shows that continual access to a device can improve test scores. We want those students who would never have that opportunity to be able to access online resources whenever they are needed.

In CISD we believe that all means all. All students should have access to all the tools that they need to be successful in the 21st century. The Technology Lending Program offers CISD the opportunity to help our students reach that goal.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Washington Junior High (WJH) was chosen as the campus to implement the Technology Lending Program. CISD chose to target funding to a single campus instead of designing a program to serve multiple campuses. The Technology Lending Program will enable CISD to have significant impact on the percentage of students at WJH who have access to technology.

CISD chose a secondary campus because the students at this level are more independent in their use of technology. Having access to technology at home will impact all the core subject areas for these students. WJH was chosen because it has the highest percentage of economically disadvantaged students of all CISD secondary campuses. WJH has an 88.1% students identified as economically disadvantaged. The need for additional resources is prevalent at WJH.

WJH utilizes technology in its classrooms for many functions. WJH was the first campus in CISD to fully implement the iPASS intervention. WJH's students have demonstrated dramatic increases in math skill knowledge utilizing iPASS. Students have gained 5 to 6 grade levels of math skills in a single year. WJH has also observed a marked improvement in STAAR Math scores in students utilizing the program. In order to give students more time in the program, WJH offers before and after school tutorials and Saturday tutorials.

Tutorials are often limited by the students' transportation options. The tutorials on the school day are limited to when buses run and Saturday tutorials require parent transportation. For many students this limits their ability to attend. Computer access at home would enable these students to spend extra time on school work without having to be at the school. When the student is able to attend tutorials will be more effective because they can use the time to work with a teacher instead of spending time on the computer.

Students will be chosen for the program based on their STAAR scores in 6th grade Math. WJH will start with students in the 3rd quintile of scores and move to the 2nd quintile if devices are still available. The high economically disadvantaged percentage at WJH demonstrates that almost all of WJH's students have limited resources. CISD will give parents the opportunity to opt of the program if they do not feel it is necessary or appropriate for their student.

CISD will be able to offer devices to approximately 29% of the incoming 7th grade class of WJH. CISD will focus on identifying students who can most benefit from the additional and the devices will provide the opportunity for the greatest impact.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Washington Junior High (WJH) follows the Conroe Independent School District (CISD) Curriculum. The scope and sequence is provided for all teachers in CISD. Teachers are able to make decisions on the best way to cover the TEKS with their students. Technology is integrated into instruction in all core areas.

CISD Math curriculum uses the iPASS program for student intervention. In addition, the textbook adoption for 2014-2015 has an online component that students can access for review or enrichment. CISD's science curriculum is based on STEMscopes from Rice University. STEMscopes has both online materials and supplemental materials that the teachers currently use. The CISD Social Studies curriculum has an integrated component called Social Studies Alive/History Alive. Students have access to online resources to enrich the classroom experience. CISD's Language Arts curriculum uses online tools for student project creation and for enrichment resources.

CISD currently has a BYOD program in place. Students are allowed to use devices for instructional use at times designated by the teacher. The same policies will apply to loaned devices. The students may use the devices at times when the teacher has allowed the use of personal or school devices. If a student is using the device at inappropriate times during the school day, the student may have disciplinary consequences under the Student Code of Conduct.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary subject for use with the Technology Lending Program is Math. Students are currently using similar model devices in their Math classrooms to access the iPASS program. Washington Junior High (WJH) has licenses for all students on their campus to use the iPASS intervention. This program helps students to fill in gaps in their math knowledge so that they are able to advance to the appropriate grade level skills. The new math textbook and curriculum will also have an online component.

CISD's science curriculum is based on STEMscopes from Rice University. STEMscopes has both online materials and supplemental materials that the teachers currently use. Students have access to many resources online both at school and at home. Students have access to game based learning to reinforce foundational concepts as well as virtual labs.

The CISD Social Studies curriculum has an integrated component called Social Studies Alive/History Alive. Students have access to online resources to enrich the classroom experience.

In all subject areas, technology is used for research, reviewing teacher created videos and other media sources available online. Students are able to use their Google Apps for Education account to create documents, spreadsheets and presentations. The work they create is available to them anywhere they have internet access. Access at home will enable students to spend more time on research and document creation. CISD believes in developing strong writers across the curriculum. Technology gives students additional tools to help the students develop knowledge, vocabulary, and student focused learning tools to enhance the writing experience.

CISD believes strongly in differentiated instruction. Technology is excellent way to differentiate to meet the individual needs of each student in real time. Students are able to work at their own pace. If lessons are available online, students have the ability to review the lesson as many times as they feel is necessary.

Technology is part of everyday life. CISD students need to use more technology on a daily basis to be prepared for their post-secondary world. Technology helps to open doors to preparing students for lifelong learning. Students are also able to use CISD's career evaluation software. All students are able to see their graduation plans online and are able to research colleges. These functions are available to CISD students using a product called Naviance. All CISD secondary students have access to this software. CISD is committed to preparing students to be successful community members.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The devices provided to students at Washington Junior High (WJH) are the same devices already in use on the campus. The teachers are currently integrating these same devices into their curriculum and classroom instruction. The teachers will not need additional professional development on these devices.

Teachers at WJH regularly receive staff development on the use of technology in their classroom. WJH has a program called Bulldog Shorts to offer quick trainings on new technology tools. The Instructional Technology coaches of CISD also offer training on integrating technology into the curriculum of all core subject areas. They are also able to offer additional training on the use of Google Drive which is the software the students will use for any file storage.

In the 2014-2015 school year, the new textbook adoptions for Math and Science will both include an online component. Math will also have new TEKS. As the new curriculum and textbooks are implemented on campuses, teachers will receive professional development on the use of any new online resources.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will receive training when they initially receive the laptop. Proper training in using the device and connecting to the hotspot will relieve many support issues. The first thing the students will be trained to do is to check the help documents they have been given. This will address many common issues.

There will be a phone number where students can leave a message after hours. If is after hours they will be contacted the next day. There will also be an email address for other issues beyond connectivity. Depending on the issue reported, the student may be directed to bring the device to school.

If the student brings the device to school, the campus technology contact will begin troubleshooting the issue. In most cases, the solution will be to put a new image on the device. For thin client laptops, this is the easiest way to resolve issues. If the student brings a hotspot to school with an issue, the campus technology contact will swap the unit with one of their spare devices and send the unit to technology.

If the device does not work after a new image, the campus technology contact will create a help desk ticket to send the device to technology for replacement/repair.

Anytime a student leaves their device with a CISD employee, the device should be checked in to the school in the asset management system. The system should always show who is currently responsible for the device. The student is not responsible for devices while they are in our possession.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students in the program will receive a wireless hotspot. Internet access will be available using cell service in the students' area. Conroe has good cellular coverage so we do not anticipate any issues. Students will be trained in how to connect the laptop to the hotspot. The District will maintain a contract for cellular service for the hotspot as part of the grant funds. Service will be guaranteed for the entire grant period.

The student laptop will have an application that will be part of the embedded Windows load. The application is certified as compliant with the Children's Internet Protection Act (CIPA). Since the application is part of the base load, the filtering will be applied if the student uses the device on any wireless connection and not just on our provided hotspot. This is essential as the Conroe area has many areas with free wireless access.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will receive training when they initially receive the laptop. Proper training in using the device and connecting to the hotspot will relieve many support issues. The first thing the students will be trained to do is to check the help documents they have been given. This will address many common issues.

There will be a phone number where students can leave a message after hours. If is after hours they will be contacted the next day. There will also be an email address for other issues beyond connectivity. Depending on the issue reported, the student may be directed to bring the device to school.

If the student brings the device to school, the campus technology contact will begin troubleshooting the issue. In most cases, the solution will be to put a new image on the device. For thin client laptops, this is the easiest way to resolve issues. If the student brings a hotspot to school with an issue, the campus technology contact will swap the unit with one of their spare devices and send the unit to technology.

If the device does not work after a new image, the campus technology contact will create a help desk ticket to send the device to technology for replacement/repair.

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County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The devices will all be distributed to students at Washington Junior High (WJH). The students and their parents/guardians will attend an informational meeting and parents/guardians will be required to sign the Technology Lending Agreement.

All equipment will have a barcode tag created by the asset tracking software. When the students receive the equipment, the laptop and the hotspot will be identified in the software as being checked out to the students' id. This will allow CISD to track the serial number of each device and the student associated with the device. The technology department will then barcode the equipment as it arrives at the CISD warehouse. The staff at WJH will be trained regarding how to check out the device to the students.

Students will be chosen for the program initially based on their STAAR scores from 6th grade. If there are more students in the 3rd quintile of their Math scores, students will be chosen based on economic need. The project goal is reach the students who do not have any access to technology in their home. If there are more laptops available than there are students in the 3rd quintile, CISD will select students from the top end of the 2nd quintile.

Once students have received their equipment, the students will have access to a selection of self-help trouble shooting documents as the first step in resolving issues. If the student cannot resolve the issue, they will have a phone number and email address to use for support. If the issue requires that the equipment be checked, the student can bring the device to the campus. The campus technology contact has the ability to put a new image on the device. This resolves most issues with thin client laptop devices.

If a student has a laptop issue that is not resolved by putting a new image on the device, the campus technology contact will check in the device from the student and create a technology work order. The technology department will then pick up the device for repair/replacement. When the device is returned to the campus, the campus technology contact will check the device out to the student again.

The campus will be given 5 extra hotspots that can be checked out to students that are having connectivity issues that cannot be resolved with email or phone support. The campus technology contact will check in the device that the student is returning and check out a new device to the student. The faulty device will be returned to the Technology Department for repair/replacement.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Conroe Independent School District (CISD) is in the process of implementing new technology asset tracking software. All devices purchased with the grant funds will be tracked in the software. The software allows tracking by serial number and assigning a specific device to student. All equipment will be signed out by students and back in when the students return the device.

CISD is a self-insured district. The student population that is receiving the device would face economic hardship if we were to require them to purchase insurance for the devices. We will not require the students to purchase insurance.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Conroe Independent School District currently has an Acceptable Use Agreement but not a Technology Use Agreement. Prior to meetings with parents in September 2014, CISD will develop such an agreement. CISD currently has a Technology Steering Committee consisting of Technology Department Staff, Campus Technology Staff, Teachers and Administrators. CISD will seek out examples from districts that have agreements in place, seek advice of CISD Legal Department, and input of the Technology Steering Committee.

The agreement will address equipment use, maintenance, and use of the internet. The internet will be filtered according to CIPA requirements. The student training session that students will attend when the equipment is delivered will ensure that the students have a review of the Digital Citizenship strand of the Technology Applications TEKS. CISD will develop an online quiz that the students will use to demonstrate mastery of those TEKS.

The agreement will be reviewed by the Technology Steering Committee, campus administration of Washington Junior High (WJH), the Assistant Superintendent of Secondary Education, and the Deputy Superintendent prior to the beginning of the 2014-2015 school year.

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